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MOTIVATING AND EDUCATING THE STUDENT LIVING IN A POOR NEIGHBORHOOD, A SCHOOL-FAMILY APPROACH.

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THE NEW ROCHELLE TALENT SEARCH PROJECT ATTEMPTED TO INVOLVE PARENTS AND STUDENTS IN A FAMILY COUNSELING PROGRAM IN ORDER TO STIMULATE MOTIVATION FOR IMPROVED SCHOOL PERFORMANCE AND IMPROVED PLANNING FOR THE FUTURE. THE REPORT SUMMARIZES 6 YEARS OF EXPERIENCE, EXPERIMENTATION, AND STUDY, AND IS A COMPILATION OF THE FINDINGS OF SIX DIFFERENT PROJECTS WITH A COMMON SET OF PURPOSES AND GOALS. FOR THE PRELIMINARY SURVEY, A SAMPLE CONSISTING OF 81 NINTH-GRADE STUDENTS FROM POOR NEIGHBORHOODS WERE GIVEN THE DIFFERENTIAL APTITUDE TESTS (DAT), AND THEIR PARENTS WERE INTERVIEWED BY A COUNSELOR USING A STANDARD INTERVIEW SCHEDULE TO OBTAIN DATA ON FAMILY STATISTICS, STUDENT CHARACTERISTICS, AND PARENTS' OPINIONS. THE FAMILIES OF 40 YOUNGSTERS WHO RECEIVED HIGH DAT SCORES PARTICIPATED IN A PROGRAM CONSISTING OF AN "INTAKE" INTERVIEW, AN ORIENTATION SESSION, ONE TO SIX INDIVIDUAL CONFERENCES, AND SEVEN GROUP SESSIONS. TALENT SEARCH PROJECTS FOR THE FOLLOWING 4 YEARS CONTINUED TO UTILIZE THE SAME GENERAL PROJECT APPROACH. PROGRAM RESULTS AND PROGRAM EVALUATION ARE DISCUSSED AND BIBLIOGRAPHIES, PARENTAL INTERVIEW SCHEDULES, TABLES, AND EVALUATION SHEETS ARE INCLUDED IN THE REPORT. (PS)

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MOTIVATING AND EDUCATING THE STUDENT LIVING IN A POOR NEIGHBORHOOD - A SCHOOL-FAMILY APPROACH*

by

I. Zweibelson

New Rochelle Public Schools

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PREFACE

The New Rochelle Talent Search project has been a rather unique program that has received the attention of professionals around the state and the country. It was unique because it utilized a "multiple counseling approach" during evening hours, with parents as well as students, whereas most programs have employed a traditional day program involving counselors, students and teachers. This project was an attempt to involve parents and students in a family counseling program in order to stimulate motivation for improved school performance and improved planning for the future. The report summarizes six years of experience, experimentation and study. It is not a report involving one given group of students and parents but actually a compilation of the findings of six different projects, with a common set of purposes and goals.

Some of the opinions and findings reported here were presented to professional group meetings and in professional journals. A listing of these papers will be found in the appendix. The present report is expected to provide interested professionals with useful information we have collected, as well as to insure that our findings are made available to our colleagues.

The preparation of appropriate evaluation techniques to verify our findings was difficult. Despite careful plans to collect information systematically and to categorize and analyze the data, there still remains much that is not evaluated. Nevertheless, the report which follows is presented with rather firm conviction that we have made a solid contribution, both to the people we counseled and to those professionals who were guided by our efforts. This report was designed so as to be useful to teachers and guidance personnel who will be helping students from poor neighborhoods. We have attempted to present not only our own opinions, findings and techniques, but also those materials and ideas made available for our use.

I. Zweibelson
June, 1965.

Table of Contents

Section Page

I Introduction and Description. 1

Description of the New Rochelle Projects . . 3

II The Preliminary Survey and Findings 6

Procedures 7

Results of Initial Study 8

III Counseling to Guide and Motivate 20

IV The School-Family-Team Approach 28

V Selected References for Reading, Guidance, Research and Teaching 38

VI Emerging Patterns 85

List of Tables

Table Number Page

1. Mean D.A.T. Test Scores of Selected 9th Grade Students Compared with Total School Grade 9 Results 10

2. Average Grade of School Completed by Fathers and Mothers of Students Living In Poor Neighborhoods Shown for the Upper and Lower Half of the Group Based on DAT Score 11

3. Vocational Plans of Students Grouped According to Upper Half and Lower Half DAT Test Results . . 12

4. Fathers' Occupation of High DAT Scorers (Upper Half) versus Low DAT Scorers (Lower Half) 13

5. Students' Interests and Hobbies, Indicated by Parents, Shown in Two Categories Based on DAT Test Score. 14

6. Most Frequent 'Likes' of Students, according to parents, Shown for Upper and Lower Half Groups Based on DAT scores 15

7. Most Frequent 'Dislikes' of Students, according to parents, Tabulated for Upper and Lower Half DAT Scores 16

8. Number of Students with one or more Hobbies and Interests Indicated by Parents, Tabulated Within Two Categories Based on DAT Test Score 17

9. Summary of Six Talent Search Project Contacts 33

10. Parental Responses to Questionnaire 35

11. Student Responses to Questionnaire 36

APPENDICES

A Revised Parental Interview Schedule 88

B Intake Interview Schedule 94

C 1962-63 Project Proposal 102

D Letter to parents 111

E Parent Evaluation Sheet 112

F Student Evaluation Sheet. 113

G Interview Form 114

CHAPTER I

INTRODUCTION AND DESCRIPTION

Traditionally, the American youngster living in a poor neighborhood has had to push his way up the educational or vocational ladder and depend mainly upon his personal or family resources. It was the exceptional student who was able to overcome the handicaps of a poor environment and develop his talent or ability. The present generation has begun to recognize that the utilization of human potentialities must not depend on chance nor can the utilization of talent remain arbitrary or accidental. Not only is there a loss to the individual, family and community when talent is wasted, but the absence of sufficient numbers of educated and talented people in this nation can seriously affect our ultimate welfare.

Students who live in low-rent neighborhoods generally approach school learning tasks with little interest and poor motivation and do not usually make full use of their abilities. School systems have struggled to educate such students and have found that these youngsters are difficult to reach by traditional educational and guidance techniques. Among the factors which tend to reduce effective guidance efforts for students from poor environments are:

Poor communication between home and school.

Little real knowledge about the underlying values and goals of each student and his family.

Motivating borderline students is time consuming, frustrating and requires a great deal of patience and skill.

Resistance to authority and school, so common during adolescence, increases and compounds the problems presented by the underachiever.

Of major concern to those who seek to promote the full use of student talent and ability is the effect of parental attitudes and values on students who live in poor neighborhoods. Any school program which plans to promote the development of talent and abilities of students whose families have limited financial resources must consider the major problems which interfere with student progress and motivation and attempt to establish ways of dealing with those problems.

Efforts to bring about changes in attitude in order to encourage "deprived" students to appreciate and use the educational resources available to them probably will require school and guidance personnel to reach into their homes and to establish communication and relationships in order to deal with personal, family and community influences. It probably will be necessary to develop and adapt such efforts to the needs of parents who have economic and personal difficulties which tend to keep them from working in cooperation with interested professionals seeking to help the schools encourage their children to succeed.

DESCRIPTION OF THE NEW ROCHELLE PROJECTS

It was the initial purpose of the first phase of the New Rochelle Talent Search Project (1959-60) to gain information about students who lived in poor neighborhoods. Students from grade 9 were selected and their homes visited. Evidence obtained from parental interviews suggested that poor communication between the home and the school interfered with school efforts, and that the parents knew little about the goals of the school or his child.

The subsequent New Rochelle projects developed in the years 1960 thru 1965 set about to promote fuller use of student talent and ability by trying to influence parental attitudes as well as student participation. It was felt that efforts to bring about changes in attitude in order to encourage deprived students to appreciate and use educational resources probably would require school and guidance personnel to establish communication and relationships with the parents as well as with students in order to effectively deal with personal, family and community influences. It was believed that the non-school environmental influences, which play an important part in shaping the attitudes and ambitions of students who live in low rent neighborhoods, could be upgraded by a family counseling approach. The staff tried to aid parents to help their children make better use of available school and community resources, to improve school performance and also to help students raise their personal aspiration levels.

More specifically, the staff sought to increase parents' awareness of students' interests, abilities and aptitudes. For some families it was believed helpful to isolate some of the stumbling blocks which may have been interfering with school progress. In order to accomplish the purposes stated above, each family was given an appointment to meet with a guidance counselor, in the evening, for a personal interview. During this intake interview, information was obtained about the family, student interests and concerns. Subsequent interviews and group sessions provided specific information in depth for parents and students. General intensive counseling sessions focused on the need to motivate the student to deal with the problem of underachievement in personal terms.

During the five years of project activity, many techniques were tried and useful materials developed which have been found useful by school systems and professionals in New York State and elsewhere in the country. Many college departments have requested the materials and information collected for this project and developed for our use. Therefore, the various forms and references developed for our use and collected from diverse sources, have been appended so that we can provide in this one report most of our findings, both physical and philosophical.

NOTE: Portions of this chapter may appear in a book of readings by Demos and McGowan. Other parts of this report are scheduled to appear in the May 1965 issue of the School Counselor.

Papers based on this material were presented April 13, 1965 at the Annual Convention of the American Personnel and Guidance Association, Minneapolis, Minnesota and to the American Psychological Association Session on Student Motivation, August 30, 1962.

CHAPTER II

THE PRELIMINARY SURVEY AND FINDINGS

It was our general purpose initially to obtain and study responses of the parents of children living in poor neighborhoods and to organize an experimental program which would seek to guide parents to help their junior high school age children to succeed in school and to plan for their future. It was hypothesized that the non-school environmental influences which play a part in shaping the attitudes and ambitions of students who live in low-rent districts required more intensive examination in order to plan and develop a series of projects to bring about changes which would encourage "disadvantaged" students to make use of the educational resources available to them. Our first steps were to select a sample of students, design an interview schedule (Appendix A is a revised version of the schedule), and contact parents to arrange a home visit. It was expected that this approach might also help initiate greater home-school interest and planning.

It was not expected that a sample of parental opinion or student ability indices chosen on the basis of residence in a low-rent district would be homogeneous. The staff expected to obtain a wide range of difference for some questions and a narrower range for other questions, for example, questions on parent level of education. It was also expected that although one might predict lower mean test scores for students living in poor neighborhoods, there would be variations of abilities for the group as a whole as well as a wide range of differences for individuals. Because of the range expected within the sample, it was decided to separate the accumulated data into "High" (upper half) and "Low" ability groups and compare the parental responses. In addition, an examination of the data suggested that the top twenty students (in terms of ability) represented a somewhat discrete group within the sample. Therefore, it was considered of value to study and treat the findings for the top group as a separate entity.

A composite score of the 8 Differential Aptitude Tests was used as the criterion for ability for the 9th grade population studied. The raw test scores were converted to stanines based upon norms developed for a city-wide 9th grade population of 740 students.

PROCEDURES

A sample of 111 ninth-grade students who lived in low-rent districts served by two junior high schools was selected for the initial study. It was possible to accumulate school records that were complete and to secure the cooperation of 81 parents of the chosen sample. Five guidance counselors interviewed the parents at home, using a standard schedule developed for this survey. (Appendix A is the revised form). The schedule asked for identifying data and requested information about the student's health, behavior and attitudes, as well as a sample of the parents' opinions. Both parents were encouraged to give their responses to all of the 18 questions contained in the parent opinion section of the schedule--the complete schedule contained 37 questions. It was possible for one of the parents, or for the parents jointly to answer the 19 preliminary questions which covered family statistics and the student's characteristics.

RESULTS OF INITIAL STUDY

Aptitude Test Scores.

A comparison of the Differential Aptitude Test scores of the 9th grade students from one junior high school (who lived in poor neighborhoods) with the full school results showed significantly lower aptitude test scores for the selected group. Table 1 shows that the selected group mean scores were close to one standard deviation below the school mean scores for the Verbal, Numerical, and Abstract tests, whereas the Clerical, Spelling, and Space test mean differences between the compared groups were significant but not as large as for the aforementioned. The Mechanical and Sentences mean test results of the selected group compared with the school results were about one-half and three-quarters deviations apart respectively.

Parental Educational Level.

A comparison of the average grade level of school completed by parents of the upper one-half (based on DAT total score) versus the lower one-half showed the fathers of the more able (based on the DAT) had approximately three years more of school than the fathers of those making lower one-half scores. (Table 2 shows the data).

Student Vocational Plans.

There were significant differences between the vocational plans of the "high scoring" (upper half on the DAT) students and the "low scoring" (lower half on the DAT) students. A larger number of the "more able" boys expected to enter executive jobs whereas a larger number of the "low scorers" expected to enter clerical, skilled and semi-skilled

TABLE I

MEAN D.A.T. TEST SCORES OF SELECTED 9TH GRADE STUDENTS* COMPARED WITH TOTAL SCHOOL GRADE 9 RESULTS

D.A.T. TEST	SELECTED GROUP			TOTAL GROUP		
	N	Mean Score	S.D.	N	Mean Score	t
Verbal	52	3.71	1.96	454	5.53	6.696
Numerical	52	3.73	1.54	455	5.46	8.099
Abstract	52	3.37	1.49	456	5.26	9.144
Space	52	4.21	1.45	460	5.10	3.055
Mechanical	52	3.85	1.34	459	5.10	4.953
Clerical	50	4.72	1.92	455	5.51	2.909
Spelling	51	4.55	2.10	452	5.35	2.720
Sentences	51	3.84	2.05	452	5.44	5.573

Note: Differences between means of selected students versus total 9th grade school group are significant at .01 level. The results given above are in Stanine units based upon city-wide 9th Grade Norms.

* The selected students were all 9th grade students judged as living in low-rent districts attending one of the two junior high schools in the City.

TABLE 2

(N = 80)

AVERAGE GRADE OF SCHOOL COMPLETED BY FATHERS AND MOTHERS OF STUDENTS LIVING IN POOR NEIGHBORHOODS SHOWN FOR THE UPPER AND LOWER HALF OF THE GROUP BASED ON DAT SCORE

D. A. T. SCORE	Parents Average Grade Completed	
	Fathers	Mothers
Upper Half	11.2	10.2
Lower Half	8.3	9.8

occupations--this was also true for girls. Tables 3 and 4 show the distribution of students' plans and parents' occupations in test ability categories.

Hobbies.

The "high scorers" had a larger number of hobbies (i.e. more than one hobby) than the "low scorers". The low scoring girls had the fewest hobbies and interests. Table 5 provides a breakdown of this information.

Table 3

Vocational Plans of Students Grouped According to Upper Half and Lower Half DAT Test Results.

Job Level	DAT Test Result Categories					
	Upper Half			Lower Half		
	Boys	Girls	Total	Boys	Girls	Total
Higher executive, etc.	6	1	7	2		2
Lesser executive, etc.	5	6	11	2	6	8
Small independent bus.		1	1			
Clerical	1	7	8	3	7	10
Skilled	2	2	4	9	6	15
Semi-skilled	2		2	2	1	3
Unskilled						
Don't Know	3	3	6	2		2
Marriage		1	1			
Not Given	1		1			

Table 4

Fathers' Occupation of High DAT Scorers (Upper Half) versus Low DAT Scorers (Lower half)

Fathers' Occupation	Upper Half Boys	Upper Half Girls	Upper Half Boys & Girls	Lower Half Boys	Lower Half Girls	Lower Half Boys & Girls
Higher executives, professionals & proprietors	1	1	2	1		1
Lesser executives, professionals & proprietors	2		2		1	1
Small independent business	1	2	3		1	1
Clerical	3	1	4	2		2
Skilled	4	3	7	4	1	5
Semi-skilled	4	6	10	10	7	17
Unskilled	2	3	5	1	7	8
Dead	1	2	3	1		1
Retired	1		1			
Don't Know	1		1			
Umemployed				1		1
Ill		2	2		1	1
No Response					2	2
Total	20	20*		20	20*	

*Test data for 1 girl was not available. These results are for 40 of the 41 girls in the selected sample.

Table 5

Students' Interests and Hobbies, Indicated by Parents, Shown in Two Categories Based on DAT Test Score.

Interests and Hobbies	DAT TEST SCORE CATEGORY					
	Upper Half			Lower Half		
	Boys	Girls	Total	Boys	Girls	Total
None indicated					2	2
Music, etc.	3	12	15	4	8	12
Reading	1	7	8	1	1	2
Athletics	9	6	15	17	5	22
Arts and Crafts	2	2	4	1	1	2
School related (Science, etc.)	1	1	2	1		1
Raising animals (pets)				1		1
Mechanics	8		8	5		5
Housework, sewing, cooking		3	3		7	7
Other	9	2	11	2	2	4

Table 6

Most Frequent 'Likes" of Students, according to parents, Shown for Upper and Lower Half Groups Based on DAT scores.

Rank of 'Like'	Upper Half DAT Group Boys	 Girls
1	Sports	Clothing
2	Clothing	Sports
3	Money	Music
	Lower Half DAT Group **Boys**	 **Girls**
1	Sports	Clothing
2	Clothing	Money
3	Money	Music

Table 7

Most Frequent 'Dislikes' of Students, according to parents, Tabulated for Upper and Lower Half DAT Scores.

	Upper Half DAT Group	
Rank of 'Dislike'	Boys	Girls
1	School	Housework
2	Housework	Food
	Lower Half DAT Group	
	Boys	Girls
1	Housework	Housework
2	Food	School

Table 8

Number of Students with one or more Hobbies and Interests Indicated by Parents, Tabulated Within Two Categories Based on DAT Test Score

Number of Hobbies & Interests	DAT TEST SCORE CATEGORY			
	Upper Half		Lower Half	
	Boys	Girls	Boys	Girls
1	9	8	11	6
2	8	10	2	
3	11	6	3	
4	12	6		
None				2

Likes and Dislikes.

The most frequent "likes" of the high and low scoring boys were (1) sports, (2) clothing, (3) money, in this order. The girls differed from the boys in respect to likes and clothing was indicated as the number 1 "like". The upper scoring girls were said to like sports as a number 2 "like" whereas the lower scoring girls were said to like money as a second "like". Both upper and lower scorers were said to like music as a third place "like". Boys in the upper half (DAT score) disliked school and housework most, in that order, whereas the boys in the lower half (DAT score) were not indicated as disliking school. The lower scoring girls were said to dislike (1) housework, and (2) school. Tables 6 and 7 show this information according to ability groups.

These findings suggested that short-term efforts to help parents of students with higher aptitude test scores motivate their children might be effective in the light of the generally higher educational level of the parents and the students' vocational aspirations, whereas efforts to guide parents of students with below average scores would probably require longer term, more extensive services.

Because the high scorers were indicated to have interest in several hobbies and in sports (see Table 8) and the evidence of a general dislike of school, it was proposed that a direct approach to the problem of low school interest should be attempted in the proposed projects to influence the talented youngster to improve his school performance.

CHAPTER III

COUNSELING TO GUIDE AND MOTIVATE

The second project was undertaken following the accumulation of data secured from the initial project. There were 40 families involved in the project which was designed to help them develop the talent and ability of their 9th-grade youngsters, through the use of individual counseling sessions and group information sessions. These were families who, for the most part, lived in the poorer neighborhoods of New Rochelle. The youngsters were selected on the basis of high (upper 23%) scores on one or more sections of the Differential Aptitude Test Battery (except for the spelling test). This special program was conducted during the months of February, March, April and May of 1961.

Eighty-seven families of the selected youngsters, chosen by the school counselors serving the ninth-grade, were requested to participate in this project. Forty families were able or willing to cooperate. Twenty-four of the families had children in one junior high school district and 16 families lived in a second junior high school district. There were 22 ninth-grade boys and 19 ninth-grade girls in the 40 families involved in the second project.

The goals of the staff engaged in this project were:

1. To establish contact with "hard to reach" families;
2. To develop a school-home relationship with these families;
3. To provide information and guidance to help the families guide their youngsters;
4. To help the parents motivate and encourage their youngsters to improve their performances in school;
5. To help the parents and the youngsters toward appropriate goals; and
6. To help the families and youngsters appreciate appropriate standards.

Each family was given an appointment to meet with a guidance counselor in the evening for a personal interview. During this "intake" interview a form (Appendix B) was completed showing pertinent information and listing family-student interests and concerns. An orientation was given to the family in this session, explaining the purposes of the project and the way the evening counseling staff planned to function.

Each cooperating family had from 1 to 6 individual conferences, depending on the needs and desires of the participants. There were also seven group sessions available to the families and the youngsters. The first "intake" interview was followed by an "exploratory" session with the high school guidance staff member, and a third "personal" session was provided by the counseling psychologist staff member.

There were four two-hour group sessions to provide information on college entrance requirements and scholarships. In addition there were two evening two-hour group sessions on motivation and adolescent adjustment. One group session was to provide information on the role of the counselor.

Following the sessions, evaluation sheets were given to the parents, to the students, and to a 9th grade regular school counselor for opinions about the project.

Evaluation sheets received from 28 of the 40 participating families revealed that all except one of those responding felt they had been helped. One student was not sure he had been helped. The parents of seven of the students indicated that the youngsters studied more as a result of this project. Representative phrases taken from the parents' and students' evaluation sheets are listed below:

> "It was an opportunity for the whole family to be counseled."
>
> "The student has more self confidence."
>
> "We have a new orientation toward the future."

"We have been able to make a better choice of a high school program."

"We have noticed improved homework habits."

"The student studies more, harder, and tries more."

"We have a better knowledge of where to place our emphasis and our efforts."

"We were helped in our long range planning."

"We have the feeling that school personnel are vitally interested in each pupil."

"Our youngster is more relaxed, calmer about entering high school."

"It helped our youngster to understand his abilities."

"Our youngster is more interested in schoolwork."

"Our youngster's opinions and attitudes toward school were changed."

"It helped answer our questions."

"It was a chance for parents to express themselves."

"Our youngster is better adjusted."

"We understand our youngster better."

"He has made better marks in school since the project."

"Our plans are changed. We now have hopes for a college education for our youngster."

"Our daughter now plans to go to college."

Additional comments indicating what the parents would like to have changed or improved in connection with this project are listed below:

> "A better explanation of the overall intent of the program."
>
> "Program should start at the beginning of the school year (rather than in February)."
>
> "Field trips should be involved."
>
> "More of this type of program."
>
> "The program was too short - should be longer."
>
> "The program should reach more people and be on a bigger scale."

It should be pointed out that the staff felt there was a personal growth from the project which might best be described as:

1. Increasing the sensitivity of the counselors to the feelings of the students and families who live in poor neighborhoods.
2. Increasing the awareness of the kinds of problems that parents and youngsters face within poor environments.

The provision of a "clinical" counseling approach in the sense that the parents and youngsters had full periods of "private" time, reserved exclusively for guidance and personal help, seemed to promote a growth in counseling skills of the staff.

It was the general feeling of the staff that the sincere good will established by this program and the expressed appreciation of parents and students provided an incentive to motivate the counselor himself to achieve progress with the families in the program.

A basic recommendation important for other schools attempting a program in the area covered in this chapter would be to select the staff carefully. Persons attempting this kind of project should have empathy for people who live in poor neighborhoods as well as high professional skill in establishing and maintaining good personal relationships.

In this project the staff sought to help parents mobilize their own resources and to utilize community facilities for themselves as well as to help their children. Group discussions of available resources were provided.

It was evident that previous additions and changes in guidance or instruction in the regular school program did not make definitive change or improvement possible for most of the youngsters in the project. Therefore, the time and resources made available by the special funds provided for this project were used to find ways to provide basic reorientation for families of these students in an attempt to motivate both the students and the parents to put forth effort and to maintain the effort in school.

It was felt that the energies of the specially chosen staff were best used in evening counseling sessions during the period that the adult education program was in session. It proved both economical and practical to meet with the parents at night when the mother and father or the whole family could participate. Utilization of school building facilities during evening hours within the adult education program proved efficient and kept expenses low,

Many unforseen advantages were produced by the separation of night guidance services from the regular daytime educational program. There were disadvantages for this program because it was somewhat out of touch with the regular day program. Among the advantages, for example, were the following: Parents and students were given full counseling sessions without interruptions customary in the traditional day counseling program. Intensive focusing on family participation and cooperation was possible in the quiet, flexible atmosphere of the night school. The staff developed a closely knit team approach that included a great deal of discussion and interaction before and after regular counseling sessions. Staff members tended to immerse themselves in the problems and issues of each case. The counselor did not handle the customary large number of cases as in the traditional counseling program. It was also true that the counselors were able to develop a family counseling approach, giving special attention to the family values influencing students in their educational efforts and the factors affecting family and student attitudes and aspirations. The staff was able to focus on the dynamics of the students' environment as described and acted out by his family, rather than as displayed by the student alone. Disadvantages observed by the staff were: The night staff, as a group, could not readily meet or communicate with the staff members who were not available in the evenings. Regular staff members were somewhat disinterested in what they could not see or be involved in. The coordination of a part-time staff with limited clerical help and access to records was difficult and made record keeping, planning and time utilization difficult. Although this was essentially a demonstration or pilot project, an attempt was made to keep careful records for research purposes. This attempt to carry an on-going program of counseling parents and students who were not readily accessible because of lack of phones and transportation in the evening, proved challenging and frustrating at times.

CHAPTER IV

THE SCHOOL-FAMILY-TEAM APPROACH

Although these projects focused on ways to reinforce school learning through parent cooperation within a counseling program, and not necessarily on new techniques, there were innovations and considerations introduced which merit further study. One innovation was the development of a team counseling approach wherein two or three counselors and a psychologist saw family members separately and then cooperatively discussed and planned further action. One counselor or psychologist remained in contact with the family after the initial interviews. The team member who had the best relationship with the family and who appeared to make the most progress, continued seeing the family. The team developed a flexible approach and fostered better use of the unique abilities of each staff member. A team approach enabled staff members to supplement each other's work with the student and the family. In other words, the team approach encouraged change from narrow or fixed points of view and a decrease in both family and counselor resistance. (An additional innovation that proved helpful was the use of regular evening counseling sessions with the family instead of a traditional approach with the student.)

We found that in dealing with a family, each family member may relate differently to the several counselors. We felt that this "multiple" conference approach, proving more than one person, seemed to work better than having one counselor work with the total family. Should a family wish to have continued with qny one of the several staff members available, this was possible too. This method compared to traditional counseling practice may become valuable in a regular counseling program. Students who have contact with more than one counselor might find a particular counselor may be the best person to help him. Inasmuch as counseling is a personal experience, it seems important that the counselee and the counselor be able to have the kind of relationship that would allow the youngster to be helped. Not every counselor is willing or able to relate to "disadvantaged" youngsters or to the families of these students so that the counseling process becomes a factor in the development of the student or a means toward improving family effort and interest. The team technique also served to keep each staff member alert to the special requirements of the population he served. In the individual conference following staff consultations, the benefits of team experience can be utilized by the individual professional focusing on the goals and objectives discussed by the group.

During the several years of "Talent Search", we discovered students who were actually doing well on achievement tests but who are underachievers in the classroom. We also learned that achievement test scores can be misleading. When a youngster made a high score on one subtest in a battery of tests, very often he could have made other scores equally as high if he were interested and motivated.

Parents who participated in the program brought with them a concern about the heavy expense of the student's pursuit of higher education. We believe that many of them were relieved to know that there are numerous ways that youngsters who apply for scholarships and other financial aids may be helped. It was also surprising to us that most of the parents that we saw had so little contact with the school and did not know the course offerings in school structure. They were not sure what courses their youngsters were taking and what the youngster might do in regard to problems in learning. We discovered many "psychological problems" that made it difficult for a talented student to become successful in school. The staff members became more adept and efficient in sharing information and in pooling different points of view in achieving a common goal.

The value of our project to the staff members who participated could be stated in terms of increasing their flexibility in working with parents and students. The team approach versus the traditional segmented approach seemed to make better use of the special abilities of the staff members and offered more continuity and personal contact. Actually the team approach enabled staff members to work in a way such that each supplemented the other's work. If one staff member was inflexible or resistant, then the others helped this member make changes.

Talent search projects for the years '61-'62, '62-'63, '63-'64 and '64-'65 continued to utilize the general approach and processes of the project described in Chapter III. Appendix C illustrates the project proposal for '62-'63. The projects differed mainly in terms of the populations selected for counseling.

The '61-'62 project provided counseling and psychological services to 40 families of 7th grade students. It was similar to the project discussed in Chapter III in design and procedure, The staff experienced more difficulty in securing the cooperation of the 7th grade students and parents, compared with 9th grade students and families.

The '62-'63 project was designed to provide guidance for pupils in each of five school grades, 6 through 10. The '63-'64 project added grade 11 to the population and continued some tenth grade students in the program. The '64-'65 group added fifth graders, enlarging the range from grade 5 to 11.

Table 9 presents a summary of the number of persons and sessions handled during the six year program. It should be noted that there were differences in the number of staff members employed for the several projects so that figures given for each year are not strictly comparable in terms of efficiency or productivity of personnel.

These projects sought to shed light on the question: Is it possible to improve the learning and aspiration levels of students from diverse, culturally different backgrounds who are underachieving in school? The following six assumptions have been considered fundamental and basic to our success.

1. That it is possible to improve the learning attitudes of youngsters through the counseling process.

2. That parents can help the youngsters improve their learning attitudes with counseling aid.

3. That educators can influence students to attempt to improve with understanding assistance, patience and skill.

TABLE 9

SUMMARY OF SIX TALENT SEARCH PROJECT CONTACTS

	'59-'60	'60-'61	'61-'62	'62-'63	'63-'64	'64-'65
Homes Contacted	111	106	100	243	250	200
Responses to Letters	81	65	55*	104	120	98
Individual Conferences	None	109	109	175	240	348
Families Participating	80	41	40	89	115	90
No. of Group Sessions		None	7	12	18	6

*Fourteen families who had responded were unable to attend the sessions for various reasons - lack of transportation, no one at home with younger children, etc.

4. It is possible to help students and their parents find out why they behave as they do in connection with school effort.

5. Short term counseling can be effective with youngsters and parents who are interested and cooperative.

6. That a combined approach, (school and family) might be more effective than either the school or family

attempting to go it alone.

One of the ways we have tried to ascertain whether our attempts to help motivate students to put forth more effort and exert self-discipline has been to have parents and youngsters fill out evaluation sheets at the end of each program. Tables 10 and 11 report the parent and student responses to the "evaluation" questionnaires (Appendix E and F).

During the course of the programs, parents who have been participants have attended meetings and conferences regularly during the evenings when many demands on their time pressed upon them and made attendance for them a complicated process. M0st of the participants have made unsolicited statements to the staff indicating that their children were showing substantial improvement and sometimes even enthusiasm in their work, study habits and attitudes toward school.

Counselors have said that several students who had been doing failing work in school in grade 9 began to do good work after participating in the project. Two senior students are applying for college who were doing failing work in grade 9 when they joined the project. (This information was given voluntarily by a guidance counselor not directly connected with the project who followed the progress of these two counselees.)

TABLE 10

PARENTAL RESPONSES TO QUESTIONNAIRE

		Responses	
	% Better	% No Change	% Worse
Have you noticed improvement in your youngster			
1. Attitudes toward school?	60	40	0
2. Attitudes toward teachers?	55	40	5
3. Attitudes toward parents?	35	60	5
4. Attitudes toward family?	40	55	5
5. Attitudes on homework?	74	26	0
6. Attitudes on counseling?	67	33	0
*TOTAL	55	42	3

*Considered as separate from above.

TABLE 11

STUDENT RESPONBES TO QUESTIONNAIRE

Question	Responses % Yes	% No
1. Have you talked to friends about your experiences in this program?	85	15
2. Do you think this project helped you?	100	0
3. Have you changed your attitude about		
A. Counseling?	59	41
B. Teachers?	68	32
C. Family?	47	53
D. Friends?	47	53
E. School?	74	26
F. Future?	78	22
G. What you want to be when you grow up?	37	63

NOTE: The data in Tables 10 and 11 is based upon the responses of approximately 25% of 1963-64 project participants.

Table 11 provides some support for one of the early assumptions, namely that there would be a chain reaction wherein participants would attempt to influence friends. Eighty-five percent of the student responses indicated that they had talked to friends about experiences in the program.

CHAPTER V

SELECTED REFERENCES FOR READING, GUIDANCE, RESEARCH AND TEACHING

This chapter departs from the traditional in respect to the placement of references within the report rather than at the end, following the descriptive information. The rather extensive collection of references contained in this chapter has been and should be of value to professionals who guide and teach disadvantaged or minority group children. There are eight lists included in this chapter - each list has been developed for a specific purpose. There are a few references repeated on more than one list - specifically the more widely used texts that have broad coverage and general significance. Two reference lists include film strips as well as reading material. The references were compiled by: The Research Division of the National Educational Association; Dr. Kornberg of Queens College; the coordinator of the New Rochelle Talent Search projects, I. Zweibelson; and Yeshiva University. Changes were made to avoid listing references twice, except for those which were considered especially useful for the professional who might peruse one list only.

REFERENCES ON THE CULTURALLY DEPRIVED

Prepared by RESEARCH DIVISION,
National Education Association

Note: The items listed should be consulted in a library. Only those marked with an asterisk (*) may be ordered from the National Education Association.

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   Selected case histories of nine outstanding work-study programs for alienated students, describing how school systems and private individuals combined classroom and job experience for culturally deprived youngsters.

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CHICAGO--Edna M. Siebert. January 1962. p. 8-12.
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DETROIT--Ralph Lee. March 1962. p. 34-37.
LOS ANGELES--Madeline C. Hunter. April 1962. p. 18-20.
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KANSAS CITY--Myrtle Green and H. Bailey Gardner. December 1962 p.34-36.
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SELECTED REFERENCES FOR THE EDUCATION OF CULTURALLY DISADVANTAGED GROUPS

Prepared by Harlow B. Hopkins,
Bureau of Guidance, The University of the State
of New York, The State Education Department.

BOOKS

American Dilemma (An) (2 Vol.). Myrdal, Gunnar. New York. Harper. 1944. $7.50.

A classic and comprehensive study of the Negro in the United States made under the auspices of the Carnegie Corporation.

Culturally Deprived Child (The). Riessman, Frank. New York. Harper. 1962. 140 pp. $3.95.

A critical review of previous efforts and findings in this area, raising and answering pertinent questions concerning the culturally deprived, such as: Are the culturally deprived interested in education? Do we understand fully the culture of the underprivileged? It also makes proposals in regard to current educational practice that should stimulate some wholesome and productive discussion.

Drop-Outs (The). Lichter, Solomon O. & others. New York. The Free Press. 1962. 302 pp. $5.50.

The experiences and findings of a 3-year treatment study of a group of intellectually capable Chicago youngsters who wanted to leave or who left high school. The authors examine the serious emotional problems and difficulties at home that were the primary reasons for dropping out of school. The usefulness of prolonged counseling is graphically illustrated.

Education and Income. Sexton, Patricia C. New York. Viking. 1961.
298 pp. $6

A study by Professor Sexton of the public school system in an industrial metropolis in the Middle West showing that most children from low-income families have inferior teachers, less adequate school facilities, and substantially fewer opportunities to advance academically or socially. The author offers proof of stratification in a public school system which makes it virtually impossible for culturally deprived children to compete on equal terms with culturally privileged children.

Education in Depressed Areas. Passow, A.Harry, editor, New York.
Columbia University Press. 1963. 359 pp. $4.75

A collection of 15 papers, each written by a specialist in his field. Thirteen were originally produced as part of the work conference on Curriculum and Teaching in Depressed Urban Areas held at Teachers College, Columbia University, in July 1962. Although the primary focus is on the depressed urban area, this book takes into consideration the fact that many rural and small-town environments also present conditions leading to cultural deprivation.

Growing Up in River City. Havighurst, Robert J. & others. New York.
Wiley. 1962. 189 pp. $5.50

An account of the growing up of an age group in "River City" a Mid-western city of 45,000. It presents the results of a research study carried on by a group of social scientists from the University of Chicago during the years 1951 to 1960. The children in this study are a control group for an action-research program designed to help a community do a better job of rearing its children.

Integrated Classroom (The). Giles, H. Harry. New York. Basic
Books Inc. 1959. 338 pp. $5

An examination of the background of the current racial conflict in the schools and a report on a 13-state survey made on mixed-class problems. The author analyzes social attitudes and suggests procedures and teaching aids for dealing with the integrated class.

Integrating the Urban School. Klopf, Gordon J., Laster, Israel A., editors. New York. Columbia Univ. Press. 1963. 126 pp. $1.95

This book defines the school's role in the total process of integration; demonstrates the need for clear policy on all aspects of integration, from school site selection to curriculum planning; emphasizes the need for special training for all who work in inter-cultural situations; questions the validity of ability groupings that promote de facto segregation and encourage low educational and vocational goals; and recommends increased guidance services and suggests sources of funds to cover these and other changes. This book should be helpful to teachers, parents, principals, and all who are concerned with integration.

Negro in the United States (The). Frazier, E. Franklin. New York. Macmillan. Revised 1957. 769 pp. $6.75

A study focusing upon the Negro community and its institutions and interaction with other elements of American society. The aim of the present work is to study the Negro in a sociological frame of reference which will throw light upon the problem of race and culture contact in other parts of the world, as well as in the United States.

Negro Potential (The). Ginzberg, Eli & others. New York. Columbia Univ. Press. 1956. 144 pp $3

A factual, impartial, report on researches of the Conservation of Human Resources Project at Columbia University. The interacting functions of education, environment, and segregation are discussed.

Negro Revolt (The). Lomax, Louis E. New York. Harper. 1962. 271 pp. $4.50

An American Negro's comprehensive and informed report on his people's mood of militancy, and a searching examination of the reasons for it.

Other America (The). Harrington, Michael. New York. Macmillan.
1962. 191 pp $4

The author estimates that despite the relatively high standard of living enjoyed by the majority of our citizens, some 40,000,000 persons in our country live in poverty. These he identifies as the aged, migrant workers, industrial rejects, families with female heads in urban slums, the undereducated, and members of the nonwhite minority groups. He illustrates the conditions that contribute to their depressed status, the fact that many live beyond the reach of our social welfare provisions, and demands nationwide support for the alleviation of their problems.

Prejudice and Your Child. Clark, Kenneth B. Boston. Beacon.
1955, 151 pp. $1.75

Discussion of the proper means of combating hatred and fear engendered in children by race prejudice. Many individual stories are presented to illuminate the narrative and to make the study concrete instead of merely theoretical.

Schools of Tomorrow Today. Morse, Arthur D. New York. Doubleday.
1960. 191 pp. $1.50

A review of a number of forward-looking experiments concerning a variety of different phases of the educational scene. The author chose 10 experiments in eight states for an intensive firsthand study. They were selected because they represented a cross section of experimentation and their early results appeared to be hopeful.

Slums and Suburbs. Conant, James B. New York. McGraw.1961.
147 pp. $1.95

Presentation of pictures of two totally different kinds of neighborhoods and the schools which serve them. The author is convinced that the situation in large cities is "social dynamite" and that its continuation is a menace to the social and political health and these cities.

Work Study Programs for Alienated Youth. Burchill, George W., editor. Chicago. Science Research Associates Inc. 1962. 265 pp. $4.95

Descriptions of nine work-study programs for secondary students. They are reported in this case book as examples of ways in which eight public school systems and one group of private individuals are combining classroom experience and job experience for certain youngsters to prevent them from becoming alienated from their society.

PERIODICALS, ARTICLES, PAMPHLETS, AND REPORTS

Counseling Minority Group Youth. Ohio Civil Rights Commission. Columbus, Ohio, 1962. $.50

An illustrated guide for providing counselors, teachers, and other staff members with stimulating information, resources, and study materials in their work with minority groups.

"Dropout (The)". A symposium. The Clearing House. May 1962. pp. 515-530

The Counselor and the Dropout. Hoyt, Kenneth B. pp.515-522

A brief but adequate view of the counselor's role in this problem. Suggestions are given for counselor action. Bibliography is supplied.

Facing Up to the Dropout Problem. Riendeau, Albert J. pp. 523-526

A direct application of techniques for attacking the actual situation as it exists in many schools today. Specific references are given.

Techniques for Study of Dropouts. Coplein, Leonard E.pp 526-530

Methods and procedures outlined, step by step, for collecting and studying information on your own dropout problem.

Education and the Disadvantaged American. Educational Policies Commission. National Education Association. Washington, D.C. 1962. $.35

A summary of the responsibility of American education for creating genuine equality among all cultures. It points out that if the efforts of skillful educators and the support of an understanding community are combined, the schools present our best hope for overcoming this cultural handicap.

Educational Leadership. Journal of the Association for Supervision and Curriculum Development. National Education Association. Washington. February 1963. $.75 (single issue)

An issue devoted entirely to the education of disadvantaged youth. Such articles are presented as: "The Dropout-Our Greatest Challenge"; "Guidance for the Disaffected"; "If Johnny Doesn't Care"; "The School's Job With the Disaffected".

Guidance for Socially and Culturally Disadvantaged Children and Youth. Graduate School, Yeshiva Univ. New York. 1963. Single copy free

This booklet is the proceedings of the Second Annual Invitational Conference on Urban Education, held at Yeshiva University. It is an examination by a group of experts in the field of guidance of the problems of education in our cities and how some of them are being met. It provides many useful solutions for the practicing counselor.

Higher Horizons Progress Report. Landers, Jacob. Board of Education of New York City. Brooklyn. January 1963. Report available

A brochure describing one of the early programs for culturally disadvantaged youth.

Intergroup Relations. A Resource Handbook for Elementary School Teachers, Grades 4, 5 and 6. New York State Education Department, Division of Intercultural Relations. Albany. October 1963. Report available.

A booklet which provides practical suggestions to assist the teacher for integrating information and activities concerning minority groups into regular classroom activities.

Issues in Educating the Culturally Disadvantaged. Kaplan, Bernard A. Phi Delta Kappan. November 1963. pp. 70-76

This article presents nine questions frequently asked by school districts considering the establishment of special programs for culturally disadvantaged pupils. Among the issues discussed are the following: selection and identification of pupils; appropriate grade levels; effective programs and approaches; the factor of de facto segregation; sources of financial support; and the influence of the "Hawthorne Effect". Several references are made to New York State's Project ABLE programs.

Our Dropouts-What Schools Can Do. Maryland State Department of Education. Baltimore. 1163. Report available

The Department of Education of the State of Maryland conducted a dropout study during the 1960-61 school year. The purpose of the study was to determine the number of dropouts, to find the reasons for their dropping out, and to gather data on other identifying characteristics which might give clues to prediction and prevention of future dropouts. This should be valuable to schools in dealing with problems of dropouts.

Programs for the Educationally Disadvantaged. U.S. Department of Health, Education and Welfare (Office of Education). U.S. Government P inting Office. Washington D.C. 1963. $.50

A collection of papers outlining practices designed specifically to assist the educationally disadvantaged.

Project ABLE-The First Year. New York State Education Department, Bureau of Guidance. Albany. September 1963. Single copy free

A report of 16 demonstration projects sponsored by the New York State Education Department of educationally disadvantaged children.

Role of the Counselor in the Guidance of Negro Students (The). Trueblood, Dennis L. Harvard Educational Review. Summer 1960. pp. 252-269

A comprehensive review with specific recommendations of the special problems faced by school counselors in guiding Negro youth.

School Programs for the Disadvantaged. Educational Research Service. National Education Association. Washington, D.C. 1963. $1.25

A description of 42 programs scattered throughout the United States, mostly in the larger cities.

Socially Underprivileged Youth and the Schools, Bowman, Paul H. & Pellman, Maurine. The High School Journal. May 1958. pp. 331-335

A brief but appealing case study of a young boy who poignantly wishes the school would "understand."

Wasted Talent. Bond, Horace Mann. The Nation's Children (Volume 2) Ginzberg, Eli. New York. Columbia Univ. Press. 1960. $4.50

Some startling evidence presented by Dean Bond of the scale of manpower waste, pointing out that the groups at the upper and lower end of the occupational scale, though equal in size, produce superior children in a disproportionate manner.

FILMS

Burden of Truth (The). 67 min., B & W. 16mm. Cleared for TV (on request). A Negro family moves into a white suburban community and a mob gathers in protest. Adult and secondary school levels. The Film Library of the Regional Offices, National Conference of Christians and Jews, or the Anti-Defamation League of B'nai B'rith, 515 Madison Ave., N.Y.

Hurrying Kind (The). Columbia Pictures, Inc. 24 min., color. 16 mm. The theme of this film is centered about a young man who is considering dropping out of school because he has the possibility of a job in a service station. Elements in the film include hot-rod racers and part-time job situations. Apply at local U.S. Army Recruiting Station.

A Morning for Jimmy. 28 min. B&W. 16 mm. Sound film, discussion guide, produced by the National Urban League. Action centers on Jimmy, a young Negro boy who encounters racial discrimination while seeking a part time job, but learns a lesson of hope for the future. It also has an important message for parents, teachers, counselors, employers, and the general public. Secure from Associated Films, Inc., Broad at Elm, Ridgefield, N.J. (no fee).

When I'm Old Enough...Goodbye. 28 min. B&W. 16 mm. This is the story of Doug, a bright, ambitious, likeable, youngster who quits school and takes a job. His motives for "dropping out" and the problems he encounters "on the outside" are emphasized. Secure from your area office of the New York State Dvision of Employment.

AREA COLLEGES WHERE COURSES ARE OFFERED FOR THOSE INTERESTED IN TEACHING AND COUNSELING DISADVANTAGED YOUTH

New York City

Bank Street College of Education
Hunter College
New York University, School of Education
Teachers College, Columbia University
Yeshiva University, Graduate School of Education

Syracuse

Syracuse University, School of Education

New Brunswick, New Jersey

Rutgers University, School of Education

For those interested in such courses, it might be advisable to check with nearby institutions to determine whether or not they are planning to offer courses for teachers of disadvantaged youth.

INTERCULTURAL RELATIONS: A Suggested Reading List

Prepared by Nida E. Thomas, Field Representative
Division of Intercultural Relations in Education
The State Education Department- Prepared March, 1962

B O O K S

Black Bourgeoisie. Frazier, E. Franklin. The Free Press. 1957
Describes the rise of a middle class among American Negroes in two separate worlds, "The World of Reality" and the "World of Make Believe."

The Fears Men Live By. Hirsh, Selma. Harper & Brothers. 1955.
"A short and provocative book about what science has learned of prejudice in America, and what can be done about it."

The Negro in the United States. Frazier, E. Franklin. (Rev. Ed.) Dryden Press. 1958. "Concerned with the process by which the Negro has acquired American culture and has emerged as a racial minority or ethnic group, and, the extent to which he is being integrated into American society."

The Negro Potential. Ginzberg, Eli. Columbia University Press. 1956. Traces the gains made by Negroes in the economy of the country as a result of better job opportunities. It points up how far Negroes still lag behind their white fellow citizens despite recent improvements.

The Negro Vanguard. Bardolph, Richard. Rinehart & Company. 1959. Attempts to identify the most celebrated Negro Americans and their contributions to the social history of this country. It breaks the stereotype images generally presented about the Negro.

A Neighborhood Finds Itself. Abrahamson, Julia. 1959. Harper & Bros. Tells how the "pendulum of power and influence in the neighborhoods is slowly but steadily swinging from the old property improvement association (often formed to keep Negroes out) to the new community councils whose primary aim is to stabilize their neighborhoods by keeping up property and keeping down density, while remaining color blind."

Nobody Knows My Name. Baldwin, James. The Dial Press. 1961. A series of essays representing many themes concerning the relationships between blacks and whites. The role of the Negro in America and in Europe, the facing of truths about oneself and others - no matter who may be made uncomfortable by it.

100 Years of Negro Freedom. Bontemps, Arna. Dodd, Mead & Company. 1961. Describes the struggle of the Negro to realize the promise of the Emancipation Proclamation in terms of the men who led their cause: educators, editors, scientists, politicians and artists alike, in the first 100 years of Negro freedom.

Prejudice and Your Child. Clark, Kenneth B. Beacon Press. 1955. "What children learn about race, how it affects them and how parents and the community can protect boys and girls from the harmful effects of race prejudice."

Race Relations and American Law. Greenberg, Jack. Columbia University Press. 1959. This book describes "the legal doctrines that govern race relations in the United States. It shows the ways in which these doctrines have worked or failed to work in education, housing, employment, elections, the criminal law, public accommodations, interstate travel, domestic relations, and the armed forces."

Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination. Simpson, George E. & Yinger, J. Milton. Harper. 1958. Presents information in three parts. Part 1. The causes and consequences of prejudice and discrimination. Part 2. Minorities in social structure: the institutional patterns of intergroup relations. Part 3. Prejudice, discrimination, and democratic values.

The Reluctant African. Lomax, Louis E. Harper & Brothers. 1960. A subjective report of the experiences of an American Negro who got a closeup look at the many people and forces developing African affairs. It stresses the prime prerequisite for the trip.

To Kill a Mockingbird. Harper, Lee. J.B. Lippincott Company. 1960. The action in this novel takes place in a southern community. It gives insight into what happens to a family when the father is a man of unfaltering good will and humor, and when the children become involved in some disturbing adult mysteries and conflicts which mark their lives.

BIBLIOGRAPHIES

Books About Negro Life for Children. Baker, Augusta. New York Public Library. Revised. 1961. 20¢. Contains an annotated bibliography of books for children that give unbiased, accurate, well-rounded pictures of Negro life in all part of the world.

Books Are Bridges. A List of Books Recommended for Children. American Friends Service Committee (Quakers) and the Anti-Defamation League of B'nai B'rith, 515 Madison Ave., New York 22, N. Y. Annotated bibliography of books designed to broden the child's knowledge of people of different cultures.

Books to Grow On. Anderson, Marian Pasey. American Jewish Committee 165 E. 56 St., New York 22, N.Y. 1961. 25¢. "An annotated selection of picture books and early readers with human relations themes." For youngsters 4 to 8.

The Negro - A List of Significant Books. Compiled by Dorothy R. Homer. 8th Revised Edition. 1960. Countee Cullen Branch, New York Public Library, 104 W. 136th St., New York, N.Y. 35¢. A collection of annotated books "which will aid in the development of new attitudes, new points of view, ideals of brotherhood, good human relations, which will develop, especially, appreciation of the worth of the Negro in America."

PERIODICALS AND ARTICLES

American Negroes - A Wasted Resource. By J.J. Marrow. Harvard Business Review, Vol. 35 No. 1, January-February 1957.

The Journal of Intergroup Relations. Published quarterly by the National Association of Intergroup Relations Officials, Inc., 426 West 58th Street, New York 19, N.Y. $6.00 a year. The publication is concerned with an exchange of knowledge and experience among professional workers and others interested in furthering the goals and principles of intergroup relations work.

The Minorities. In Focus on Children and Youth: Report of National Organizations. Golden Anniversary White House Conferences on Children and Youth. 1960. "The current status of American Negroes, Mexican Americans, Puerto Ricans and American Indians."

Negro Education in the United States. A special issue, Harvard Educational Review. Vol. 30 No. 3. Summer 1960. Includes specific elements representative of the major developments in Negro education today.

The Negro Moves Up. By James P. Mitchell. Readers Digest Dec. 1957. A progress report of the status, present and future of the Negro in the economy of American life.

People Aren't Born Prejudiced. Stevenson, Ian. Reprinted from Parents Magazine, February 1960. Community Relations Service. 1960. "Children learn bigotry from their parents, neighbors and friends. But prejudice can be unlearned, too."

Psychiatric Aspects of School Desegregation. Committee on Social Issues, Group for the Advancement of Psychiatry. 1957. "Discusses some of the psychological implications, with emphasis on the problems of adjustment for both races."

Race Relations Law Reporter. Published quarterly by the Vanderbilt University School of Law, Nashville 5, Tennessee. Subscription $5. single copy $1.50. A complete, impartial presentation of basic materials, including court cases, legislation, orders, regulations.

Rearing Children to Meet the Challenge of Change. Dodson, Dan W. National Conference of Christian and Jews. 1957. "The role of parents in helping children cope with change and differences."

The Treatment of Minorities in Secondary School Textbooks. Marcus, Lloyd. Anti-Defamation League of B'nai B'rith. 1961. This report is the result of an extensive study to determine the nature of the changes in the treatment of Jews, the American Negroes and immigrants in history and social studies textbooks used in secondary schools. It noted no significant change in the treatment of minorities in textbooks in the past 11 years.

The Freedom Pamphlet Library. 1961. Catalogue of Publications. Anti-Defamation League of B'nai B'rith.

Freedom Pamphlet Series Publications deal with a wide range of America's major moral and social problems, and suggest how they can be solved through knowledge, education and community action. There are 12 Freedom Pamphlets arranged in kit which may be purchased at a special price of $4 or 35¢ singly.

- --ABC's of Scape Goating. Gordon W. Allport
- --Danger in Discord. Oscar and Mary Handlin
- --Discrimination in Housing: A Handbook of Facts. George and Eunice Grier. 50¢
- --Group Dynamics and Social Action. Benne, Bradford and Lippitt
- --How Do You Talk About People? Irving J. Lee
- --Miracle of Social Adjustment: Desegregration in the Washington, D.C. schools. Carl F. Hansen
- --Modern Education and Better Home Relations. William Heard Kilpatrick
- --Paths to the New World. Edward Corsi
- --Prejudice and Politics. Charles P. Taft and Bruce L. Felknor
- --Prejudice and Society. Earl Raab and Seymour Lipset
- --The Responsibility Is Ours. Bonaro Overstreet
- --Small Children, Too, Be Free. Howard A. Lane

De Facto Public School Segregation. Will Maslow. Villanova Law Review. Vol. 6 No. 3 (Spring, 1961), pp. 353-376. Villanova University, Villanova, Pennsylvania. Discusses the problem of de facto segregation in schools as it exists throughout the United States, and what many communities have done to find solutions.

Where Shall We Live? Report of the Commission on Race and Housing. University of Chicago Press, 1958. $1.50 per copy. Contains the results of a three-year study of the problems of inequality of housing opportunity connected with minority group status with specific reference to: Negroes, Puerto Ricans, Mexican-Americans and Orientals.

FILMS

Many interesting programs and discussions designed to bring about a broader understanding and more realistic interpretation of the problems and accomplishments of other people can be achieved through the use of films. There are many agencies and educational resources where films on intergroup relations may be obtained without cost.

Film recordings of 16 mm. 1961 presentations on "Camera Three" television programs might be borrowed for classroom use by contacting the Division of Educational Communications, State Education Department, Albany. Listed below are but a few of the many "Camera Three" presentations:

3/5/61 Africa, 1: "Between Yesterday and Today"
3/12/61 Africa, 11: "Portrait of a Diplomat," interview with
Dr. C.O. Ifaegiver of Nigeria
10/1/61 "African Festival" (Gus Dinizulu Dancers)
9/18/60 Americans Abroad - Part 1, "Cultural Shock"
9/35/60 Americans Abroad - Part 11, "Knowing One Another"
9/24/61 "Morning Colors" - Indian Musicians - Ali Akbar

The following films may be secured from the Film Library of the Regional Offices, National Conference of Christians and Jews or the Anti-Defamation League of B'nai B'rith. For additional film suggestions write for a catalog of audio-visual materials from either or both organizations.

All the Way Home. 30 min. B&W. Cleared for TV (no fee) Film shows that integrated communities can work. (Adult and senior high school levels)

Americans All. 15 min. B&W Not cleared for TV. Shows racial and religious antagonisms in the U.S. and the role of well-meaning but misguided parents. (Adult and secondary school levels)

Belonging to the Group. 16 min. B&W Examines the meaning of the idea of respect and explains its essential relations to living in a democracy. (Adult and high school)

The Burden of Truth. 67 min. B&W Cleared for TV (on request) A Negro family moves into a white suburban community and a mob gathers in protest. (Adult and secondary school levels)

Chuck Hansen, One Guy! 25 min. Color. The film tackles the problem of discrimination on the job. (Adult and junior and senior high)

Commencement. 20 min. B&W Cleared for TV (no fee) Produced by the President's Committee on Government Contracts. Tells of a business executive who learns that his personnel department is guilty of discriminatory employment practices. (Adult and secondary school levels)

The High Wall. 32 min. B&W. Cleared for TV (no fee) Case study of a young bigot. (Adult and secondary school levels)

Picture in Your Mind. 15 min. Color Cleared for TV (with fee) An imaginative cartoon which shows the tribal roots of prejudice and asks each individual to reexamine his conscience. (Adult and secondary school levels)

A Morning for Jimmy. 28 min. 16 mm. B&W. Sound film, discussion guide, produced by the National Urban League. Action centers on Jimmy, a young Negro boy who encounters racial discrimination while seeking a part-time job, but learns a lesson of hope for the future. It also has an important message for parents, teachers, counselors, employers and the general public. The message is universal. Secure from Associated Films, Inc., Broad at Elm, Ridgefield, N.J. (no fee).

Walk in My Shoes - ABC TV Production - 1 hr. B&W. 16 mm.
Narrated by Louis Lomax.
A series of interviews with Negroes in various sections of the country and varying occupations tells their reactions about the social, cultural and economic situations they face in American Society. May be obtained by writing to Miss Dorothy Nolan, American Broadcasting Company, 7 West 66th Street, New York 23, N.Y. There is a waiting list. No fee for educational groups.

GUIDED OBSERVATION

Books about Negro Life for Children

In America

Picture Books and Readers

Beim, Jerrold. SWIMMING HOLE. Morrow, 1950. Lib. bind $2.78 net. A small picture book that humorously ridicules "color prejudice" in such a way that the youngest child can understand its point.

Beim, Lorraine and Jerrold. TWO IS A TEAM. Harcourt, 1945. $2.75 A story of the spontaneous friendship and cooperation of two little boys who live in the same neighborhood. Race is not mentioned in the text but is shown in the illustrations by the Negro artist, Ernest Crichlow.

Brown, Jeanette Perkins. RONNIE'S WISH. Drawings by Jean Martinez. Friendship Press 1954. $1.50; paper 95¢. A small Negro boy has interesting adventures in the Children's Zoo.

Hogan, Inez. NAPPY HAS A NEW FRIEND. Illustrated by the author. Dutton, 1947. $1.75. Only the illustrations indicate racial differences in this simple story of friendship.

Justus, May. NEW BOY IN SCHOOL. Illustrated by Joan Balfour Payne. Hastings House. 1963. $2.95. An integrated Tennessee school is the locale for this simply told story of a small Negro boy's adjustment in an all-white grade.

Keats, Ezra Jack. THE SNOWY DAY. Viking, 1962. $3.00. The author artist has made a beautiful picture about the fun which a small boy has in the deep soft snow.

LAUGH WITH HARRY. Illustrated by Ruth Ives. Follett, 1962. 76¢ A pre-primer, with illustrations of a Negro family in an urban setting, has been written by the Writers' Committee of the Great Cities School Improvement Program of the Detroit Public Schools under the leadership of Dr. Gertrude Whipple. Other titles are PLAY WITH JIMMY (52¢) and FUN WITH DAVID (60¢).

Martin, Patricia Miles. THE LITTLE BROWN HEN. Illustrated by Harper Johnson. Crowell, 1960. $2.50. An easy-to-read story about Willie and how he finds his lost hen. Profusely illustrated with charming drawings.

Randall, Blossom. FUN FOR CHRIS. Pictures by Eunice Young Smith. Albert Whitman, 1956. $1.75. A picture book which gives a reason for skin colors.

Shackelford, Jane. HAPPY DAYS. $2.65. Illustrated with full-page photographs. Associated Publishers, 1944. Very simple book about a middleclass urban family.

Sharpe, Stella Gentry. TOBE. Illustrated with full page photographs. University of North Carolina Press. 1939. $2.75. The life of a six-year-old boy on a farm in North Carolina.

Will & Nicolas. FOUR-LEAF CLOVER. Harcourt, 1959. $3.00. Two boys who "could use a little luck" turn a village upaide down in this lively picture book. The pictures show that one of the boys is a Negro.

Williamson, Stan. THE NO-BARK DOG. Illustrations by Tom O'Sullivan. Follett, 1962. $1.00. A reader about a boy and his dog. The author, a Negro, is art director and designer for Follett Publishing Co.

Ziner, Feenie and Paul Galdone. COUNTING CARNIVAL. Coward-McCan, 1962. $2.50. Children of all races play and form a parade in this counting book.

STORIES FOR YOUNGER CHILDREN

Bishop, Curtis. LITTLE LEAGUE HEROES. Lippincott, 1960. $2.95. Eleven-year-old Joel is the only Negro boy in the West Austin Little League. Problems arise, but he and his teammates solve them with the support of his father and the coach. A good baseball story.

Boston, L. M. THE CHILDREN OF GREEN KNOWE
Boston, L. M. STRANGER OF GREEN KNOWE
Boston, L. M. TREASURE OF GREEN KNOWE. Drawings by Peter Boston. Harcourt, 1958. $3.00. An imaginative story, blending yesterday and today, in which blind Susan's best friend is her Negro companion, Jacob.

Clair, Andree. AN AFRICAN ADVENTURE. Illustrated by Harper Johnson. Harcourt, 1962. $3.00. Three Congolese children solve the mystery surrounding an evil witch doctor. Translated from the French by Marie Ponsot.

Cobb, Alice. THE SWIMMING POOL. Illustrated by Joseph Escourido. Friendship Press, 1957. $2.50; paper $1.25. When Preston was refused admittance to the swimming pool because he was brown, he and his buddies, all white, formed the Fourth Place Club to raise money for their own pool. How they finally use the money to help someone else makes a story warm with human relationships.

De Angeli, Marguerite, BRIGHT APRIL. Illustrated by the Author. Doubleday, 1946. $2.75. The happy, normal life of a Brownie Scout in Germantown, Pennsylvania, is described in a story of good neighborliness and democracy. In THEE, HANNAH, 1940. $2.95. A little Quaker girl uses her bonnet to help a slave woman and her child.

Du Bois, William Pene. THE THREE POLICEMEN . Viking, 1938. 1960. $3.00. A tall tale about Bottsford, made "first emperor of Fabre Island" because of his bravery and intelligence. The author-artist has made fresh and exciting pictures to replace worn-out plates.

Eager, Edward. THE WELL-WISHERS. Illustrated by N. M. Bodecker. Harcourt, 1960. $3.25. Six lively children help the townspeople understand and accept their new Negro neighbors.

Elting, Mary. PATCH. Pictures by Ursula Koering. Doubleday, 1949. $2.00. Tony and Joe Hall live on a farm where their best friend and neighbor is Sarah Miller. The illustrations show that the Halls are white and the Millers are Negroes.

Faulkner, Georgene. MELINDY'S HAPPY SUMMER. Messner, 1949. $2.75. A story based on the real incident of a summer vacation exchange of Negro children from big cities with white children from the country. In MELINDY'S MEDAL, 1945. $2.75. The author, with John Becker, has written about a middle-class family in a Boston housing development.

Fisher, Aileen. A LANTERN IN THE WINDOW. Nelson, 1957. $2.75. Twelve-year-old Peter goes to live with his Quaker relatives on the banks of the Ohio and learns that the farm is a station on the Underground Railroad.

Fritz, Jean. BRADY. Illustrated by Lund Ward. Coward-McCan, 1960. $3.50. A young boy learns the importance of keeping a secret when working with the abolitionists and the Underground Railroad.

Gardner, Lillian S. SAL FISHER, BROWNIE SCOUT. Watts. 1953. $2.95. All groups are included in Brownie Troop No. 12, naturally and without frequent mention of race or color. Other titles are SAL FISHER'S FLY-UP YEAR, 1957, $2.75, and SAL FISHER AT GIRL SCOUT CAMP 1959, $2.75.

Gates, Doris. LITTLE VIC. Illustrated by Kate Seredy. Viking, 1951. $2.50. An exciting horse story with interesting intercultural overtones since the hero is a Negro boy.

Gipson, Fred. TRAIL-DRIVING ROOSTER. Illustrations by Marc Simot. Harper, 1955. $2.75. A tall tale which includes an incident of discrimination against the Negro cook and how it is handled by the cowhands and the cook's pet rooster.

Hagler, Margaret. LARRY AND THE FREEDOM MAN. Illustrated by Harold Berson. Lothrop, 1959. $3.00. A twelve-year-old white boy and his uncle, "The Freedom Man", help Daniel, a slave boy, and his family obtain their freedom when they meet on a journey to Kansas.

Hayes, Florence. SKID. Illustrated by Elton C. Fax. Houghton, 1948. $3.25. Skid moves from Georgia to Connecticut where he faces problems which he eventually solves.

Hunt, Mabel. LADYCAKE FARM. Illustrated by Clotilde Embree Funk. Lippincott, 1952. $3.25. White and Negro neighbors enjoy and help each other in a warmhearted family story.

Jones, Ruth Fosdick. ESCAPE TO FREEDOM. Random House, 1958. $2.95 Using the true adventures of her grandparents, the author has written a lively story about two boys who join in the exciting work of running a "station" on the Underground Railroad.

Lang, Don. STRAWBERRY ROAN. With illustrations by Gertrude Howe. Walck, 1946. $3.00. The love of a small boy for a great race horse. Full of humor and understanding of animals and boys.

Lewis, Richard W. A SUMMER ADVENTURE. Harper, 1962. $2.95. A boy's backyard zoo helps him understand the need for all creatures to be free. Attractive illustrations by author-artist.

Levy, Mimi Cooper. CORRIE AND THE YANKEE. Illustrated by Ernest Crichlow. Viking, 1959. $3.00. An exciting story of how Corrie, a little slave girl, saved a young Yankee soldier from the patrollers.

Nolen, Eleanor Weakley. A JOB FOR JEREMIAH. Illustrated by Iris Beatty Johnson. Walck, 1940. $2.00. A little slave boy tries many jobs while selecting his future trade. Excellent picture of Mount Vernon, and a new presentation of George Washington.

Raftery, Gerald. TWENTY-DOLLAR HORSE. Illustrated by Bernard Safran. Messner, 1955. $2.75. Two boys confirm their friendship through the ownership of a carnival horse. This friendship contributes to the acceptance of the Negro boy's family in a restricted neighborhood.

Riley, Louise. A SPELL AT SCOGGIN'S CROSSING. Abelard, 1960. $3.00. Further adventures of four children, two animals, and a magician train porter. Sequel to TRAIN FOR TIGER LILY. Viking, 1954 o.p.

Tarry, Ellen and Marie Hall Ets. MY DOG RINTY. Viking, 1946 $2.00 A boy almost loses his dog, but a kind editor and a lady solve the problem. Excellent photographs by Alexander and Alexandra Alland show life in a urban Negro community.

Weiss, Edna S. TRULY ELIZABETH. Illustrated by Beth Krush. Houghton. 1957, $2.75. How a ten-and-a-half-year-old Vermont farm girl stirs up the residents in a Long Island section of New York City. Her little Negro friend, Richard, helps her in her escapades. A good picture of a big city with its many races and religions.

Weiss, Harvey. HORSE IN NO HURRY. Putnam, 1961. $2.75. Three children, one of whom is a Negro, race a sleepy horse, Herman, and a flea-riden dog, Morton, with hilarious results. An earlier title is PAUL'S HORSE HERMAN. Putnam, 1958. $2.50. Humorous illustrations by author-artist.

Woody, Regina. ALEMA'S DOGS. Illustrated by Elton C. Fax..Farrar, Straus, 1954. $2.75. Almena Brown has many exciting adventures because of her great love for dogs.

Wriston, Hildreth. SUSAN'S SECRET. Illustrated by W.T. Mars. Farrar, Straus, 1957. $2.75. A small girl discovers the secrets of her abolitionist parents and proves her worth by making an important trip by herself in the middle of the night.

IN AFRICA

Picture Books

Bannon, Laura. NEMO MEETS THE EMPEROR. Illustrated by Katherine Evans. Albert Whitman, 1957. $2.75. A picture-story book about a small Ethiopian boy whose dream is to speak directly to the Emperor.

Coe, Lloyd. BOKU AND THE SOUND. Crowell, 1954. $2.00. A chimpanzee's desire for an African drum and his final acquisition of it. Illustrated by the author.

Lindgren, Astrid. SIA LIVES ON KILIMANJARO. Photographs by Anna RiwkinBrick. Macmillan, 1959. $2.00. Beautiful photographs and a simple text tell the story of a small African girl who ran away to see the king of her tribe.

Stories for Younger Children

Arundel, Jocelyn, SIMBA OF THE WHITE MANE. Illustrated by Wesley Dennis. Whittlesey House, 1958. $2.95. A new version of the Androcles tale in which Toki, a small African boy, risks his life for Simba, the lion.

Coatsworth, Elizabeth. RONNIE AND THE CHIEF'S SON. Illustrated by Stefan Martin. Macmillan. 1962. $3.00. A vivid tale in which a captive boy is carried back to his home in a great herd of antelopes.

Coatsworth, Elizabeth. THE PRINCESS AND THE LION. Illustrations by Evaline Ness. Pantheon, 1963. $3.50. An Abyssinian princess, accompanied by a palace lion and a mule, takes a dangerous journey in order to thwart her brother's escape from Mount Wachni. Striking black, white and brown illustrations interpret this sensitive story.

Davis, Norman. PICKEN'S TREASURE HUNT. Pictures by Winslade. Walck, 1955. $2.75. A small African boy takes a dangerous, secret trip to recover the golden throne of Queen Wuleng.

Franck, Frederick, MY FRIEND IN AFRICA. Bobbs-Merrill, 1960. $2.95 Bolo, a young patient at Dr. Schweitzer's hospital, become an aide and looks forward to the day when he will become a doctor. The author-artist met Bolo when he set up a tental clinic in Lambarene.

Hewett, Anita. ELEPHANT BIG AND ELEPHANT LITTLE. Illustrated by Charlotte Hough. A.S. Barnes, 1960. $2.25. Nine original stories, about African jungle animals, which have the rhythm and flavor of folk tales.

Hubbard, Margaret Carson. BOSS CHOMALE. Illustrated by Peter Spier. Crowell, 1957. $2.75. How Peter, a young American boy, wins the affection and respect of the Africans in Northern Rhodesia.

Johnson, E. Harper, KENNY. Illustrated by the Author, Holt, 1957. $3.00. The adjustment of an American Negro boy to life in East Africa and his gradual understanding of a different culture even though it is part of his own racial heritage.

Johnson, E. Harper. PIANKHY THE GREAT. Illustrated by the Author. Nelson, 1962. $2.95. A retelling of the brilliant conquest of Egypt by Piankhy, The Great, who ruled the kingdom of Kush, or Ethiopia, from 744 B.C. to 712 B.C.

Kaye, Geraldine. GREAT DAY IN GHANA: KWASI GOES TO TOWN. Illustrated by Valerie Herbst. Abelard-Schuman, 1962. $2.50. A small boy spends Ghana Independence Day with his grandmother in the city of Accra. Local customs permeate the slight story.

Mirsky, Reba. THIRTY-ONE BROTHERS AND SISTERS. Illustrations by Witold T. Mars. Follett, 1952. $3.50. A story of Nomusa, the daughter of a Zulu chief, and a primitive civilization of today. SEVEN GRANDMOTHERS, 1955, $3.50, is a sequel.

Ropner, Pamela. THE GOLDEN IMPALA. Illustrated by Ralph Thompson. Criterion. 1958. $3.25. Twelve-year-old Peter and Umosogo, his native friend, save the impala from a ruthless gang of men who threaten the graceful animals with extinction.

Shacklett, Juanita Purvis. BOLOJI AND OLD HIPPO. Illustrated by Brinton Turkle. Friendship Press, 1959. $2.95; paper $1.50. A boy of the Congo assists in the capture of an old hippopotamus. A good story of village and family life, centered around the church, school, and the father's job as operator of the mission printing press.

Stinetorf, Louise A. ELEPHANT OUTLAW. Pictures by Harper Johnson. Lippincott, 1956. $2.95. Brady, a boy of Africa, and his friend, Rickey Allison, hunt Old Mutesa, the rogue elephant.

Waldeck, Theodore. JAMBA THE ELEPHANT. Illustrated by Kurt Wiese. Viking, 1942. $2.75. A dramatic story of the relationship between a boy and the elephant he has tamed. Other titles which are convincing in the interpretation of character, emotion, and the African jungle are LIONS ON THE HUNT, 1942; TREKS ACROSS THE VELDT, 1944; ON SAFARI, 1940. $3.00 each.

Library Books Read on "Walking-Teacher Project

Picked up 7/17/64

A Saturday Walk (Wright)
* Up and Down and Big and Little (Caudill)
* What Do They Say (Skaar)
Listen, Listen (Illa)
Sh! Bang! A Whispering Book (Margaret Wise Brown)
The Things I Like (Francaise)
* What Is Red? (Gottleib)
My Slippers Are Red (Steiner)
Little Blue, Little Yellow
Snip, Snap, Sneers and the Magic Horse (Lindman)
Papa Small (Lenski)
Pete's Puppets (Steiner)
* My Dog Rinty (Tarry)
* Gilberto and the Mind (Ets)
One Step, Two (Zolotow)
The Very Little Dog (Skane)
* Counting Carnival (Ziner and Goldone)
Mac Goes to School (Wynkeep)
* Put Me In The Zoo (Lopshire)
The Little Train That Won A Medal (Geis)
The King's Wish (Elkin)
The Boats On the River (Flack)
New Boy In School (Justus)
* Snowy Day (Keats)

* Most enjoyed by children

NOTE: name of person compiling this list not available.

Adams, Arlin M. and Charles H. Boehm, Proposal to the Ford Foundation for a Pre-School and Primary Education Project. Submitted for the Council on Human Services of the Commonwealth of Pennsylvania. Harrisburg: Department of Public Instruction, May, 1963.

Almy, Millie, "New Views on Intellectual Development in Early Childhood Education." In Intellectual Development: Another Look. Washington: Association for Supervision and Curriculum Development, 1964.

Anastasi, Anne and Rita D'Angelo, "A Comparison of Negro and White Pre-School Children in Language Development and Goodenough Draw-a-Man I.Q., "Journal of Genetic Psychology, 81: 147-65, 1952.

Anderson, H.H., "Domination and Social Integration in the Behavior of Kindergarten Children and Teachers," Genetic Psychology Monographs, 21: 285-385, No. 3, 1939.

Baltimore City Public Schools Early School Admission Project, Promising Practices from the Projects for the Culturally Deprived, Chicago: Research Council of the Great Cities School Improvement Program, April, 1964.

Beilin, H. and L. Gotkin, "Psychological Issues in the Development of Mathematics Curricula for Socially Disadvantaged Children." Paper presented to the Invitational Conference on Mathematics Education, Chicago, April, 1964.

Bernstein, Basil, "Social Class and Linguistic Development: A Theory of Social Learning." In A.H. Halsey, Jean Floud and C. Arnold Anderson (eds.), Education, Economy and Society. New York: The Free Press of Glencoe, 1961, pp. 288-314.

Bernstein, B., "Language and Social Class," British Journal of Sociology, 11: 271-276, 1960.

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CHAPTER VI

EMERGING PATTERNS

A massive Federal drive to reduce and eliminate the unfortunate aspects and effects of poverty is taking shape today. The previous programs encouraged by grants and aids to isolated communities and individuals are only forerunners of much more ambitious and far-reaching proposals.

Although the New Rochelle projects discussed in this report focused mainly on counseling efforts with parents and students, the major funds, efforts and emphasis of the developing programs appear to be concentrating on educating and training children and teachers. For example, the Elementary and Secondary Education Act of 1965 signed into law authorized more than $1,300,000,000 in Federal Funds to be channeled into classrooms. One of the purposes of the new law is to strengthen elementary and secondary school programs for "educationally deprived" children in low income areas. It is likely, therefore, that efforts to provide pre-school, summer school, regular school and post school aid for the education and training of children who live in low income neighborhoods will be intensified many times over.

It is also possible, and probably likely that guidance and psychological services in connection with school programs will be broadened and increased. Social, attendance, health, speech and other "special" services are likely to be expanded in this major attempt to strengthen school programs.

Teachers and administrators will be challenged to make changes, develop programs and try new techniques to motivate and teach the disadvantaged. It will be necessary to call on the skills and talents of all professionals to help train personnel, do research and counsel those who will play a part in this effort to speed educational progress.

It seems axiomatic that parents' efforts to motivate and encourage children to make full use of increased programs and services will be vital to educators seeking to increase pupil participation in the learning process. There are likely to be pressures on parents, educators and allied professionals alike to: provide "individualized" and remedial techniques; and provide advisory and consultant services.

There is some danger that dependent rather than independent learning processes will develop. In other words, massive doses of traditional methods found useful in the past, will be recommended in the future by those who are skilled and comfortable with the "known"--and perhaps uncomfortable with the unknown. It is not yet clear that new directions and approaches are available, productive, and safe. Yet, promising ways to encourage and educate disadvantaged children have been slow in developing because of the customary educational lag and the poverty of funds available in the past.

Now that we are being given financial support to improve existing programs and to develop new programs, it may be possible to explore ways to develop cooperative programs, with parents and children, which will place emphasis on the combined approach using parent, school and community resources, which will encourage the participation of the disadvantaged in the educational process rather than a dependent relationship.

DEPARTMENT OF GUIDANCE
NEW ROCHELLE PUBLIC SCHOOLS

TEST SCORES
NAME OF TEST
SECTIONS SCORES

APPENDIX A

NDEA GRANT PROJECT

PARENTAL INTERVIEW SCHEDULE

STUDENT ____________________ GRADE __________

DATE OF BIRTH ____________________ AGE ___ YRS. ___ MOS.___

CHECK ONE: __________ FOSTER CHILD __________ PLACED OUT __________ STEP CHILD __________ ADOPTED __________ NATURAL

PARENTS: __________ DIVORCED __________ SEPARATED __________ REMARRIED __________ 1ST MARRIAGE

NUMBER OF STUDENT'S SISTERS: __________ __________ AGES

NUMBER OF STUDENT'S BROTHERS: __________ __________ AGES

FIRST WALKED: AGE: __________ PROBLEMS: __________

COMPARED TO OTHER CHILDREN: EARLIER ________ SAME ________ LATER ________

FIRST TALKED: AGE: __________ PROBLEMS: __________

COMPARED TO OTHER CHILDREN: EARLIER ________ SAME ________ LATER ________

SERIOUS ILLNESSES: (DATES, NAMES:) ____________________

____

____

SPECIFIC DISABILITIES (SENSE DISORDERS) ____________________

SLEEP: HOURS __________

DREAMS __________

NIGHTMARES __________

ENURETIC __________

FEARS: (OBJECTS, PEOPLE, EVENTS) ____

____

____

SCHOOL ADJUSTMENT

(1) PRESCHOOL ATTENDANCE ____

(2) ATTITUDE TOWARDS KINDERGARTEN (DESCRIBE ENTRANCE AND ADJUSTMENT)

____

____

____

(3) ATTENDANCE

PARENTS' IMPRESSIONS	REMARKS
A. _____ SERIOUS ATTENDANCE PROBLEM	______________________________
B. _____ ATTENDANCE POOR BUT NOT CONSIDERED SERIOUS	______________________________
C. _____ AVERAGE OR TYPICAL	______________________________
D. _____ VERY FEW ABSENCES	______________________________
E. _____ PRACTICALLY NO ABSENCES	______________________________

(4) ILLNESSES

____ MANY - INDICATE SERIOUS ILLNESSES ______________________________

____

(5) LEARNING

BEST SUBJECTS ______________________________

POOREST SUBJECTS ______________________________

REMEDIATION ______________________________

LEARNING PROBLEMS ______________________________

(6) READING

A. FREQUENCY

B. TYPES OF BOOKS

HOW DOES ____________ COMPARE WITH OTHER MEMBERS OF FAMILY IN SCHOOL?

____ MUCH BETTER THAN OTHERS

____ ABOUT SAME

____ POORER THAN OTHERS

INTERPERSONAL RELATIONS

PEERS ______________________________

____

____

SIBS ______________________________

____

____

ADULTS ______________________________

____

PARENTS ______________________________

____

STUDENTS INTERESTS:

CLUBS ______________________________

HOBBIES ______________________________

LEISURE TIME ______________________________

WHAT ARE CHILD'S LIKES (FOOD, CLOTHING, MONEY, SPORTS, BOYS, GIRLS ETC.) ______________________________

____

WHAT ARE CHILD'S GREATEST DISLIKES? ______________________________

____

PARENTAL ATTITUDES AND CHARACTERISTICS:

FATHER: ______________________________
(LAST NAME) (FIRST)

OCCUPATION ______________________________

LEVEL OF SCHOOL COMPLETED (CIRCLE ONE) 1 2 3 4 5 6 7 8 9 10 11 12

COLLEGE: 1 2 3 4 5

MOTHER: ______________________________
(LAST NAME) (FIRST)

OCCUPATION ______________________________

LEVEL OF SCHOOL COMPLETED (CIRCLE ONE) 1 2 3 4 5 6 7 8 9 10 11 12

COLLEGE: 1 2 3 4 5

PARENTS' VIEWS

1. WHAT DO YOU THINK (YOUR YOUNGSTER) NEEDS MOST TO HELP HIM GET AHEAD?

F. ______________________________

M. ______________________________

2. WHAT DO YOU WANT (NAME) TO BE WHEN HE GETS OUT OF SCHOOL?

F. ______________________________

M. ______________________________

3. WHAT DO YOU EXPECT (NAME) TO BE?

F. ______________________________

M. ______________________________

IN WHICH ACTIVITES WHOULD YOU LIKE (CHILD) TO PARTICIPATE?:

____

____

IN WHAT WAY DO YOU THINK YOU CAN HELP THE SCHOOL IN EDUCATING YOUR CHILD?

F. ______________________________

M. ______________________________

DO YOU VISIT SCHOOL?

F. ________ NEVER _____ OCCASIONALLY _____ OFTEN _____ VERY OFTEN

M. ________ NEVER _____ OCCASIONALLY _____ OFTEN _____ VERY OFTEN

DID YOU EVER WISH TO OBTAIN MORE EDUCATION THAN YOU HAVE BY GOING TO NIGHT SCHOOL OR TAKING COURSES?

F. ______________________________

M. ______________________________

HOW DID YOU DO IN SCHOOL?

F. ______________________________

M. ______________________________

Did you like school?

F. ____

M. ____

In what activities would you (parents) like to participate?

F. ____

____

M. ____

____

What do you think is most important to obtain?

F. M.

____ ____ a) A good job

____ ____ b) A good education

____ ____ c) A well paying job

____ ____ d) To be well known or famous

____ ____ e) To make money

F. ____

M. ____

APPENDIX B

11/61

DEPARTMENT OF GUIDANCE
NEW ROCHELLE PUBLIC SCHOOLS

NDEA GRANT PROJECT

PARENTAL INTERVIEW SCHEDULE

Student: ______________________________

I.Q.
Word Know.
Read.
Lang.
Arith.
Soc.St.
Science

A. ORIENTATION

1. General purpose (refer to letter).
2. Value of the parent-school approach. How parent and school influence student.
3. Factors of student:
   - (a) Interest
   - (b) Motivation
   - (c) Guidance (Parent and School)
   - (d) Direction
   - (e) Planning
   - (f) Information

   Discuss how each of these factors affect success in school and beyond.
4. Individual sessions to be planned:
   - (a) Role of the counselor
   - (b) Establishing rapport and getting acquainted
   - (c) Personal problems, conflicts, personality, adjustment
   - (d) Ability, interests and achievement of the student
5. Group Sessions:
   - Guidance and Psychological Services
   - Facilities for obtaining help and information
   - Scholarships
   - Underachievers
   - Promoting motivation
   - Exploration of opportunities
   - Personal adjustment
   - Adolescent problems
   - Family adjustment

Identifying Information

Check one: ________ Foster Child ________ Placed out ________ Step Child ________ Adopted ________ Natural

Father: ______________________________________
(Last Name) (First)

Occupation ______________________________________

Level of School Completed (Circle one) 1 2 3 4 5 6 7 8 9 10 11 12

College: 1 2 3 4 5

Mother: ______________________________________
(Last Name) (First)

Occupation ______________________________________

Level of School Completed (Circle one) 1 2 3 4 5 6 7 8 9 10 11 12

College: 1 2 3 4 5

Number of student's brothers: __________ __________ Ages

Number of student's sisters: __________ __________ Ages

Parents: ________ Divorced ________ Separated ________ Remarried ________ 1st Marriage

Remarks:

B. Student's health, behavior, and attitudes

1. Attendance

Parents' Responses	School Records
Out of School?	
____a. A great deal	____Serious attendance problem
____ b. More than necessary	____Attendance poor but not considered serious
____ c. Average	____Average or typical
____ d. Very little	____Very few absences
____ e. Practically never	____Practically no absences

---

2. Illnesses

___ Many - indicate serious illnesses______________

___ Above average (more than other children)

___ Average

___ Few

___ Hardly ever sick

3. Does __________ READ AT HOME?

____________	____________	____________	______
Very little Some Occasionally	Frequently or Often	A great deal Quite often Very much	Almost all the time

4. What clubs does ______________ belong to?

____

____

5. Which clubs would __________ like to join? (but hasn't)

____

____

6. What does __________ plan to be when he leaves school?

(Try to get specific job titles) _______________________

____

7. What level of school would _________ like to complete?

____

1-6 7, 8, 9 10, 11, 12 College Graduate School

8. What are ___________'s chief interests or hobbies?

____

____

____

9. What are ____________'s chief likes? (Food, clothing, money, sports, boys, girls, etc.)

____

____

____

10. What are _______________'s chief dislikes?

____

____

____

11. Whom does ______________ admire most? ______________________

____

(If unknown person, inquire as to relationship)

12. Whom does ____________ dislike most (or admire least)

____

13. Whom do you think ______________ would like to pattern

himself after? ____

a. What does this person do? ____________________________

____

b. What level of school has this person completed? _______

C. Parents' Views

1. What do you think _____________ needs most to help him get ahead?

F. ____

M. ____

2. What do you want ___________ to be when he gets out of school?

F. ____

M. ____

3. What do you expect ____________ to be?

F. ____

M. ____

4. How much schooling is important?

F. ____
1-8 7,8,9 10, 11,12 College

M. ____
1-8 7,8,9 10, 11,12 College

5. How much schooling is a waste?

F. ____

M. ____

6. What would help you most in helping __________ get through school?

F. ____

M. ____

7. How did you do in school?

F. ____

____

M. ____

____

8. Did you like school?

F. ____

____

M. ____

____

9. How does ______________ compare with other members of family in school?

_____Much better than others

_____About same

_____Poorer than others

10. What clubs or organizations do you belong to?

F. ____________________

____

M. ____________________

____

11. Do you visit school?

F. ___Never ____Occasionally ___ Often ____Very Often

M. ___Never ____Occasionally ___ Often ____Very Often

12. Did you ever wish to obtain more education than you have by going to night school or taking courses?

F. ____________________

M. ____________________

13. Did you ever feel like visiting your old school after you were out?

F. ____________________

M. ____________________

14. What do you think is most important to obtain?

F.	M.	
____	____	a) A good job
____	____	b) A good education
____	____	c) A well paying job
____	____	d) To be well known or famous
____	____	e) To make money

F. ____________________

M. ____________________

15. Is school too difficult for _______________?

F. ____

M. ____

16. Is school too easy for _______________?

F. ____

M. ____

17. Does ________________work hard at learning?

F. ____

M. ____

18. Should the school make ___________work harder?

F. ____

M. ____

APPENDIX C

PROPOSED NEW ROCHELLE PROJECT TO GUIDE PARENTS AND MOTIVATE TALENTED STUDENTS WHO LIVE IN POOR OR "DEPRIVED" NEIGHBORHOODS.

REVISED 1962-63 PLAN

SUBMITTED AUGUST 17, 1962

I. INTRODUCTION

The three special projects conducted in New Rochelle during 1959-60, 1960-61 and 1961-62, to encourage talented youth from poor neighborhoods to improve school achievement, have indicated that long term efforts might be more effective than short term efforts. Although it is true that some of the participants reported that there were improvements in pupil achievement and attitudes during the relatively short term projects, there were participants who looked for continued guidance from year to year and who expressed disappointment when they could not be included in a longer term project covering two or three years.

This project proposal is designed to provide guidance for approximately 38 pupils in each of five school grades, 6 through 10, with the expectation that those pupils who can benefit from or need continued help will be continued in future projects during the rather crucial period of early adolescence.

In addition, in order to provide practical benefits to help bridge the gap from elementary to junior high school and from junior high school to senior high school, the proposed project plans to begin with a group of 6th grade pupils and their families.

The guidance staff will seek to promote motivation, encourage better achievement and changes in attitudes toward schooling as well as planning and preparation for successful high school experiences.

For 6th and 9th grade participants, special emphasis will be given toward overcoming weaknesses and reducing fears and anxieties connected with the change to junior and senior high school work.

II. EXPECTED OUTCOMES

1. Improvement in school performance of underachievers who lack interest, drive and motivation.
2. Better home-school participation during the critical period of early adolescence when student family conflicts and student resistances are increasing.
3. Guidance staff and teacher growth in understanding the special problems affecting families who live in poor neighborhoods.
4. Development of methods to assist parents and students to understand and deal with those problems which prevent the use of student abilities.
5. Refinement of techniques which help students, teachers and parents improve school learning and attitudes.
6. The development of a "chain reaction" wherein the parents and students who have been helped will set an example for parents and students who are not involved in the project.

It is also hoped that an adult education program will be encouraged as part of a regular adult education program that will provide personal help for parents who need guidance in dealing with problems affecting the school performance of their children.

III. PROCEDURES

A. Selection of Pupils.

Grade	Number of Pupils
6	38
7	38
8	38
9	38
10	38

Thirty-eight pupils will be selected from each of grades 6 through 10. The bases for selection will be:

1. Residence in a "poor" neighborhood (the "poor" New Rochelle neighborhoods are well known to the school staff members who will make the selections). Any question about a given individual's eligibility will be explored with school principals or other staff members who have specific knowledge about the school districts.

2. The school records of pupils will provide the basis for the second criteria for selection. Pupils who have test scores which indicate talent, ability or aptitude in one or more areas will be candidates for selection. Pupils with scores in the upper 23% of the school population will be selected initially.

3. Youngsters whose school records (achievement test results, grades) show underachievement will be given priority as candidates for this special project.

B. Organization.

1. Sessions.

The staff will meet for three evening sessions per week (7:00-9:00), two hours per session, for a total of 90 sessions (180 hours). Additional

III. PROCEDURES

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B. Organization.

1. Sessions.

The staff will meet for three evening sessions per week (7:00-9:00), two hours per session, for a total of 90 sessions (180 hours). Additional time will be spent by the staff in planning activities and in discussing problems (as a staff).

2. Personnel and Budget.

   a. Secretary to supply 270 hours for: keeping records, making appointments, communicating with parents, screening and compiling project data, scoring tests and recording data. (Civil Service classification - Senior Stenographer.) (Miss Gwendolyn La Var)

   b. Certified New York State school guidance counselors (2 junior high school, 1 senior high school) to handle: individual "intake" sessions to acquaint parents with purposes and goals of project; confer with pupils and parents to review and discuss ability and school performance; lead group discussions with pupils and parents in specific areas. (Mr. Enrico Yacone, Mr. Marvin Bookbinder, 1 additional counselor to be appointed).

   c. One school psychologist (certified New York State) to provide individual pupil and parent sessions to deal with family and personal problems, and to explore personal and community resources; to provide psychological counseling and to provide group sessions dealing with attitudes, personality, and problems of adolescence. (Shared 50-50 by Mr. Seymour Samuels and Dr. Herbert Jones)

   d. One project coordinator (certified as a guidance counselor and also as school psychologist, New York State) to plan the project, develop materials, supervise personnel, write reports, and to act as discussion leader for group activities with pupils and parents. In addition, the coordinator will take individual sessions on a stand-by basis with participants when necessary. (Dr. Irving Zweibelson)

3. Salaries.

3 Certified Counselors @ $7.00 per hour each (180 hours each) = 360 hours	$3780.00
1 Certified School Psychologist @ $7.00 per hour (shared 50-50 by two psychologists) = 180 hours	1260.00
1 Coordinator @ $10.00 per hour (certified in guidance and as school psychologist) = 180 hours	1800.00
1 Secretary (senior stenographer) @ $3.00 per hour = 270 hours	810.00
Total Salaries:	$7650.00

4. Supplies.

6 pkgs. California Intermediate Occupational Interest Inventory @ $5.25 per pkg.	31.50
200 IBM Answer Sheets No. 4757 @ 4¢ per sheet	8.00
3 pkgs. duplicating paper (mimeograph)	6.00
Postage: 4¢ stamps - 600 24.00 3¢ postcards - 600 = 18.00 42.00	42.00
Telephone and Travel expenses	25.00
IBM cards for recording data	10.00
1 pkg. Thermofax copy paper (white)	28.00
Total Supplies:	150.50

5. Total Costs:

Salaries -		$7650.00
Supplies -		150.50
		$7800.50
Percentage supported by NDEA (50%)	$3900.25	
Percentage supported by New Rochelle Board of Education (50%)	3900.25	
		$7800.50

6. Schedule of Activities.

   a. Study of school records and selection of candidates.

   b. Letters inviting student and parents to participate will be sent to selected candidates.

   c. A folder for each participant will be initiated containing pertinent school data. All subsequent data and notes will be kept in this folder.

   d. All information will be coded and punched on IBM cards for research purposes.

   e. An intake interview will be provided for each candidate and parents. Mr. Yacone will handle this interview, which will include: Each counselor will see the participants for several interviews.

      (1) Orientation and purpose of project

      (2) Eliciting information for each family as to

         (a) occupation of parents

         (b) family siblings and structure

         (c) child's attendance and academic progress

         (d) child's interests and aptitudes

         (e) parents' interpretation and impression of their child and the school's role.

   f. An individual orientation interview will be given to participants following the intake interview (approximately one week later), which will consist of

      (1) Orientation to the school program, course offerings, reporting to parents by the school, basic requirements of the school for future courses

      (2) Evaluation and discussion of pupil's test results and pupil potential

(3) Careful discussion of areas for improvement

(4) Recommendations which include resources for extracurricular programs, summer remedial and advanced courses, jobs, etc.

(5) Contact with parents to explore their questinns concerning school problems.

g. One or more individual interviews will be with the psychologist. Through the use of a personal counseling approach an attempt will be made to:

(1) Help parents understand and see their roles in motivating their children;

(2) Provide parents and children with the opportunity to discuss personal problems which might affect their academic and social progress;

(3) Help parents and children to arrive at positive decisions regarding social and academic improvement;

(4) Help parents and children to perceive goals in the light of their psycho-educational abilities;

(5) Help the children to perceive their role in the family, community and school;

(6) Provide information regarding community resources which can provide more specific guidance when indicated.

h. All youngsters participating will receive a standardized interest inventory to compare job interests with aspirations and abilities.

i. Group sessions will be planned as follows:

(1) Training and educational opportunities, scholarships and resources (Mr. Yacone) - 5 two-hour group sessions (one for each grade).

(2) The role of guidance, teacher, parent in inspiring achievement (Mr. Bookbinder) - 5 two-hour group sessions (one for each grade).

(3) Understanding the adolescent (Dr. Zweibelson) - 5 two-hour group sessions (one for each grade).

(4) Study habits and personal problems (Mr. Bookbinder and Mr. Samuels) - 5 two-hour group sessions (one for each grade).

(5) Attitudes and interests (Mr. Yacone and Dr. Jones) - 5 two-hour sessions (one for each grade).

(6) School and family approach to motivation and achievement (Dr. Zweibelson) - 3 two-hour group sessions.

j. Home visits will be planned when appropriate.

IV. FOLLOW UP AND EVALUATION.

1. All personal and test data will be coded on a 9 digit code scale and punched on IBM cards.

2. The pupils' grades and test scores will be compared from year to year to analyze changes which may take place.

3. Regular staff members will be given a report on the progress of the project from year to year and all data useful to teachers, counselors and other staff members will be made available for school and family use at regular intervals.

4. At least two meetings will be scheduled with guidance staff members and principals in order to keep them informed of the progress and the scope of the project.

5. Regular staff members will be invited to attend the group sessions as observers or participants.

6. Important community figures will be requested to attend specific group sessions.

7. An evaluation sheet will be given to parents and pupils at the end of each person's participation and the results will be compiled and reported. (See copy of evaluation sheet attached.)

Irving Zweibelson, Ed.D.
Project Coordinator

CITY SCHOOL DISTRICT

515 North Avenue
New Rochelle, N. Y.

NE 2-9000
Ext. 214

APPENDIX D

Your youngster, has come to our attention as a child who has good abilities. We have received funds from state and federal government educational departments and the New Rochelle Board of Education to make it possible for us to establish a special guidance program to provide you and your child with the opportunity to discuss ways in which the school and you, the parents, might help your youngster perform to the best of his capacity. We will offer a program that will stimulate learning. We also hope to help you with decisions regarding future education and vocational endeavors.

It is our pleasure to be able to offer the free services of guidance counselors and psychologists for individual conferences and group talks. These meetings will be held in the evening at a time which should be convenient for you.

We urge you to participate in this special program. We are sure that the meetings will give you an opportunity to express your feelings as well as to gain information about your child's abilities and his relationships in the school. Will you please return the enclosed postcard, indicating whether or not you wish to take part in this program?

Sincerely yours,

Irving Zweibelson, Ed.D.
Project Coordinator

Encl.

APPENDIX E

5-64

OFFICE OF PSYCHOLOGICAL SERVICES
DEPARTMENT OF GUIDANCE
NEW ROCHELLE PUBLIC SCHOOLS

TALENT SEARCH PARENT EVALUATION SHEET

1. Have you noticed improvement in your youngster. Please check below.

	Better	No Change	Worse
A. Attitudes toward school.	☐	☐	☐
B. Attitudes toward teachers.	☐	☐	☐
C. Attitudes toward parents.	☐	☐	☐
D. Attitudes toward family	☐	☐	☐
E. Attitudes on homework.	☐	☐	☐
F. Attitudes about counseling.	☐	☐	☐

2. Have your attitudes changed?

	Yes	No
A. About your child's schooling.	☐	☐
B. About planning for the future.	☐	☐
C. About counseling.	☐	☐

	Yes	No
3. Have you talked to and influenced friends and neighbors in regard to your experiences in this project?	☐	☐
4. Have we influenced your youngster or you to make changes, or toward improvement?	☐	☐

5. What would you say was most helpful?

6. What was least helpful or a waste of time?

7. What should be considered that we have not done?

8. Comments?

APPENDIX F

5-64

OFFICE OF PSYCHOLOGICAL SERVICES
DEPARTMENT OF GUIDANCE
NEW ROCHELLE PUBLIC SCHOOLS

TALENT SEARCH STUDENT EVALUATION SHEET

		Yes	No
1.	Have you talked to friends about your experiences in this program?	☐	☐
2.	Do you think we helped you?	☐	☐

3. Have you changed your attitudes about the following?

	Yes	No
A. About counseling?	☐	☐
B. About teachers?	☐	☐
C. About your family?	☐	☐
D. About friends?	☐	☐
E. About school?	☐	☐
F. About the future?	☐	☐
G. About what you want to be when you grow up?	☐	☐

4. What did you like most?

5. What did you like least?

6. What should we do to improve this program?

7. Comments?

APPENDIX G

INTERVIEW FORM FOR PARTICIPANTS WITH PREVIOUS CONTACTS

I. DO YOU THINK YOUR CHILD BENEFITTED FROM PARTICIPATION IN THIS PROJECT LAST YEAR?

(A) School Marks

(B) Work Habits

(C) Relationships in Family

(D) Relationships with Students

(E) What did your youngster do during the summer?

II. WHAT ARE SOME OF THE TOPICS YOU WOULD LIKE TO DISCUSS?

1. ______________________________

2. ______________________________

3. ______________________________

NOTES